CONTENT

CHAPTER I: FROM REALITY TO SCIENCE

1. Reality as point of departure
2. The phenomenological method
3. Pedagogics as science
   3.1 The underlying anthropology
   3.2 Psychopedagogics: an introductory orientation
4. Preliminary questions
5. References

CHAPTER II: THE PRECONDITIONS FOR PERSONAL ACTUALIZATION

1. Introduction
2. Accompanying (guiding) to personal actualiazation
   2.1 Affective or emotional accompaniment
   2.2 Cognitive or knowing accompaniment
   2.3 Normative meaning-giving accompaniment
3. Self-actualization
   3.1 Preconditions for self-actualization
      3.1.1 The I as spiritual core of a person
      3.1.2 Child potentialities
         3.1.2.1 Intelligence as a cognitive potentiality
         3.1.2.2 Language, play, body
4. Summary
5. References

CHAPTER III: PERSONAL ACTUALIZATION BY ACTUALIZING THE PSYCHIC LIFE AND LEARNING

1. Introduction
2. Actualizing the psychic life
   2.1 Experiencing as a mode of actualization
   2.2 Willing as a mode of actualization
   2.3 Lived experiencing as mode of actualization
      2.3.1 Emotional lived experiencing
      2.3.2 Knowing lived experiencing
      2.3.3 Normative (meaning-giving) lived experiencing

2.3.4 The relationships among the different modes of lived experiencing
2.4 Behaving as a mode of actualization
2.5 The interconnections among the different modes of actualizing a child's psychic life
2.5.1 The relationship between lived experiencing and willing
2.5.2 The relationship between willing and experiencing
2.5.3 The relationship between experiencing and lived experiencing
2.5.4 The interconnections among the modes of actualizing the psychic life
3. Intelligence and actualizing the psychic life
4. Learning and actualizing the psychic life
4.1 Emotional or accompanying modes of learning
4.2 Knowing modes of learning
4.3 The relationships among the modes of learning and actualizing the psychic life
5. Summary
6. References

CHAPTER IV: THE RESULTS OF PERSONAL ACTUALIZATION
1. Introduction
2. The outcomes or embodiments of a child's self-actualization
2.1 The building up of possessed experience
2.2 Acquiring a self-concept
2.2.1 Educating and acquiring a self-concept
2.2.2 Actualizing the psychic life and acquiring a self-concept
2.3 Behavior resulting from self-actualization
2.4 Becoming and a child's self-actualization
2.4.1 The relationship between becoming adult and development
2.4.2 The relationship between becoming adult and learning
2.4.3 The relationship between becoming adult and actualizing the psychic life
2.5 Criteria or yardsticks for evaluating becoming adult

2.5.1 Exploring
2.5.2 Emancipating
2.5.3 Distancing
2.5.4 Differentiating
2.5.5 Objectifying
3. Synthesis: A possible basic psychopedagogical structure
4. References

CHAPTER V: LEARNING AND PERSONAL ACTUALIZATION
1. Introduction
2. A psychopedagogical perspective on learning
2.1 Affective (sustaining) modes of learning
2.1.1 Sensing
2.1.2 Attending
2.1.3 Actualizing the affective modes of learning in the classroom
2.2 Cognitive (knowing) modes of learning
2.2.1 Perceiving
2.2.2 Thinking
2.2.3 Imagining and fantasizing
2.2.4 Remembering
2.2.5 Actualizing the cognitive modes of learning in the classroom
3. Learning and curriculum planning
4. Summary
5. References

CHAPTER VI: PERSONAL ACTUALIZATION IN THE CLASSROOM
1. Introduction
2. Psychopedagogics and lesson practice
2.1 Psychopedagogics and designing a lesson
2.2 Psychopedagogics and presenting a lesson
2.2.1 Actualizing foreknowledge
2.2.2 Stating and formulating the problem
2.2.3 Exposing the new subject contents
2.2.4 Actualization (controlling) the new subject contents
2.2.5 Functionalizing new insights
2.2.6 Evaluation insights
3. Summary

4. References

CHAPTER VII: PERSONAL ACTUALIZATION DURING DIFFERENT PERIODS OF LIFE
1. Introduction
2. The preschool period
    2.1 The baby or suckling
    2.2 The toddler
    2.3 The preschool child
    2.4 Acquiring language during the preschool period
        2.4.1 The difference between language and speech
        2.4.2 Early forms of communication
        2.4.3 Factors that influence acquiring speech
    2.5 School readiness in the preschool child
    2.6 Personal actualization of the preschool child
3. The primary school child
    3.1 The junior primary school child
    3.2 The senior primary school child
    3.3 Personal actualization of the primary school child
4. The secondary school child
    4.1 Puberty and adolescence
    4.2 Personal actualization of the secondary school child
5. Summary
6. References

APPENDIX

(ADITIONAL COMMENTARY REGARDIING PERCEIVIING AND TJINKING BY TRABSLATOR)

CHAPTER V* : LEARNINGAND PERSONAL ACTUALIZATION
1. INTRODUCTION
2. A PSYCHOPEDAGOGICAL PERSPECTIVE ON LEARNING
2.1 Affective (sustaining) modes of learning
.1.1 Sensing
2.1.2 Attending

2.1.3 Actualizing the affective modes of learning in the classroom
2.2 Cognitive (knowing) modes of learning
2.2.1 Perceiving
2.2.3 Imagining and fantasizing
2.2.4 Remembering
2.2.5 Actualizing the cognitive modes of learning in a classroom
3. LEARNING AND CURRICULUM PLANNING
4. SUMMARY
5. REFERCES